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ABSTRACT

The "call for change" issued by the Board of Governors of the Mathematical Association of America (MAA) in "A Call For Change: Recommendations for the Mathematical Preparation of Teachers of Mathematics, 1991" may appear at first glance to concern only the mathematical preparation of teachers. However, two ingredients combine to give it much broader scope. First, the logic of change is rooted in insight into how all students learn and is not limited to those few who are preparing to be teachers of mathematics. Second, the call extends to the entire undergraduate curriculum. This volume provides the first in a series of challenges concerning where and how to begin the process of change. The themes covered in this volume are diverse, ranging from disciplinary discussions (e.g., statistics, geometry) to curricular systems (e.g., the undergraduate major), and from administrative concerns (e.g., assessment) to policy debates (e.g., multiculturalism). Chapters include: (1) "Teaching Statistics" (George Cobb); (2) "Workshop on Statistical Education" (Robert V. Hogg); (3) "Tomorrow's Geometry" (Joseph Malkevitch); (4) "COMAP Geometry Conference"; (5) "Environmental Mathematics" (Ben Fusaro); (6) Mathematicians Develop New Tools To Tackle Environmental Problems (David L Wheeler); (7) "Reaching for Quantitative Literacy" (Linda R. Sons); (8) "Multiculturalism in Mathematics: Historical Truth or Political Correctness?" (Allyn Jackson); (9) "Assessment of Undergraduate Mathematics" (Bernard L. Madison); (10) "Toward Assessment Worthy of the Liberal Arts" (Grant Wiggins); and (11) "Untying the Mind's Knot" (Barry A. Cipra). Also included is an appendix entitled "Communications among Communities" plus two reports, "Challenges for College Mathematics: Agenda for the Next Decade" and "The Undergraduate Major in the Mathematical Sciences". (Author/ASK)

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